

# The Communicator

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COMMUNITY COLLEGE OF PHILADELPHIA

21, MARCH, 1972

## REGISTRATION

Cont. From  
Front Cover

anything that would be good for the student. He fully supports me as does the upstairs academic area. The problem is that we have to move very slowly. Again, there are things involved with the computer center. Unfortunately, they cannot scrap the whole thing now and start a new one immediately. We do have a basic outline for the year on computer, or at least as much as we can. When I was at Temple, I worked on such a complete schedule.

### WERE YOU REGISTRAR AT TEMPLE?

No, I worked as assistant registrar. I was at the Registrar's Office from 1960. I have been in this field for almost 12 years.

PERHAPS ONE OF THE MOST QUESTIONS AT CCP AS APART FROM OTHER SCHOOLS CONCERNS WHY WE CANNOT PICK OUR OWN TIMES AND OUR CLASSES, AS WELL AS INSTRUCTORS.

It is easy to say that. However, the problem is . . . how are we going to give these times and professors and the courses. There is no school in the entire U.S.A., including Harvard, which can successfully give all three preferences. For instance, an



number of sections. A nursing student has to take Biology 109 and if you have only two sections or three you automatically limit the number of students. A large, uncontrolled curriculum such as General Studies, Arts and Sciences or Pre-Education are all big with a large number of students, but even there, the limitations are necessary. If you have 1400 students taking English 101, then you have to have a set number of sections. You cannot expand it because there is no space. Here again, the space is one of the difficulties, and the contract . . . this is the way I see it. Some people may accept this, some

afternoons. At Temple, that cannot be said. The counseling center will soon have a study drawn up on this, telling us the exact figures. We also had that form you filled out at the beginning of the semester. Also, if you come here and pick your courses, it is a problem of priority. Who is going to be given first priority and who is going to get last. Suppose we are giving top priority to those students about to graduate . . . which is the logical thing to do. Those students who would receive the least priority might be working and how are we going to handle their problems? The best thing to do is to have a balance between the two extremes. That's why when I came here, I thought the system was a very good one with improvements. Those improvements we have already made, and we are still making them. For instance, we had only 2 given time preferences . . . either morning or afternoon. The department heads told us the courses and the times classes were being scheduled, and we would have a problem adjusting their schedules to ours. For the past two semesters however, through our office and the Scheduler's office, and through the Provost's office, the department heads were bending a little and they had balanced their sections, morning . . . mid-day and afternoon. But still, in some cases we cannot give. There may be a 200 level course that might be one section in the afternoon. Those students with time preferences might have to take this course to graduate. How are they going to do that, and so they have to come to us. But at the same time, we have the seats open for them. Our operational philosophy is on the basis of the student's request, as opposed to many other schools. At Temple, scheduling is at the option of the administration. With more specific examples, I would be able to show you where the problem lies. We have four time preferences now, incidentally.



instructor can teach a course twice a day, but not three or four times a day. It is virtually impossible to teach all those courses. Here we have an additional problem, that is . . . a different instructor has to teach another course, then it has to be within a 7 hour period. An instructor cannot teach an 8 o'clock and a 6 o'clock class, this is the contract.

### HOW DIFFERENT IS THE CONTRACT, SAY FROM TEMPLE'S?

At Temple, the instructor has the authority with the approval of the department head, to take any number of students. Here you have the section maximum, that is, 32 students. If an instructor teaches five sections, he also cannot go over 145 in his classes. He can take only 29 students, and in some areas, such as English, he cannot take more than 23. That is where we have problems. It is also a spatial problem. If we have space, we can accommodate 100 students or 102 or 103 . . . have a little flexibility in the maximum number of students in each section. If we don't have that flexibility and we have a limit on space, well . . . we have a real problem. You cannot take in more than a certain number of students in the day. That is why I have been asking the Dean to completely limit the number of full-time students so that we can give them the courses they want at whatever times they want. For instance, two-thirds of our students in the day-time want morning classes. We just don't have that flexibility here. We cannot give all or even two-thirds of our students morning schedules. It's impossible. You can take, for instance, in some curricula, maybe 50 or more students, such as Library Technology. But on the other hand, Nursing has only a certain

may not. But I wanted to control the number of students during the day so that we could better service the currently enrolled. This would mean more drop and add sections, more space available.

This is no elimination of students, it means giving them afternoon schedules. We have those flexibilities in our program which is one of the greatest things here. We also do not have historical figures here as we did at Temple. This means looking up the number of students who would say, take English 101 and work from there. You have to have complete flexibility and that complete flexibility is built into the system here. This system, by the way, is not the system I introduced, but by comparing it to others, through conferences and research, I have found it to be better suited for here.

### COULD THIS FLEXIBILITY BE BECAUSE WE DO NOT CHOOSE OUR OWN CLASSES?

Yes, that is true.

### BUT AGAIN, WHAT ABOUT TEMPLE? HOW CAN THEY WORK THEIR SYSTEM?

There, you have that space. They don't utilize their space as we do. We utilize our space in the morning 100% at Temple, maybe 45% or 50% at the most. They not only have the space but they can get the number of teachers, for instance, from their graduate assistants. They have graduate assistants and proctors, with many different sources. Also, at the same time, they have the drop and add for as many students as are registered. It's not the problem of giving the professors the time space or whatever they want. There are many disadvantages with the problems we have as compared to Temple. In fact, 50% of our students are working in the

Some students who don't work may be given courses from 8 to 1:25 or 11:15 to 4:40. After all, they are not working and they should give up some preference to the working student.

### BUT WHAT ABOUT THE STUDENT WITH THE 8 O'CLOCK CLASS AND THE 4:40 CLASS?

No, very few students this semester have that because as one of my changes, I personally sat down and gave my people the guidelines to avoid this. However, once again, there is a cut off point. But those students could have easily come to us during drop and add to explain the situation, and we could have tried to help them. That is a lot of time, a 4 or 5 hour block, and I don't like to see that. He can of course go to the ERC, but sometimes he may be needed at home.

### WELL, WHAT ABOUT CHOOSING OUR INSTRUCTORS. ARE THE DEPARTMENT HEADS USED TO THAT FREEDOM WITH THE STUDENTS TO PICKING HIS OWN INSTRUCTORS?

Yes, if we know who is going to teach a course and a teacher is going to teach all three sections of a course . . . anything you get within your time preference is okay with you. That is logical. Well suppose you wanted a certain instructor but his class was at 4:40 and you have to work. Even though he may be a great teacher, if you work you will not take it. If you can take that class, what if the department head changes it? What would you do then? To the student, the times are very important . . . next is the instructor, and this is true anywhere.

### IF YOU DID HAVE A NEW CAMPUS, WOULD THERE BE A LIMIT ON STUDENTS FOR THIS "FLEXIBILITY" YOU SPEAK OF, OR WOULD THERE BE THE SAME PROBLEM?

I think you will have the same problems. With the new campus there may be limitations, but much of this depends. We don't know whether the building is going to be renovated soon. If we were able to use it in three months, it could take on the many students we have to turn down each semester. That is another problem. We have to refuse a student a chance to study while we may keep a student for poor scholarship or withdrawals, allowing him to use the space. The Dean is very sincere about the students in this, and I am not saying this because he is my boss.

THE COMMUNICATOR feels that the open exchange and discussion of all of these issues should be a prime consideration of all involved, and that such an exchange will pave the way not only to solutions but to a mutual understanding between those involved. \*\*\*DUE TO SPATIAL LIMITATIONS THIS INTERVIEW HAS BEEN EDITED\*\*\*

## "THE" BOOKSTORE

By CAROLANN PALM

One of the most frustrating sights of each new term is the bookstore line. Stepping off the escalator in the basement, one practically collides with the end of the line. At times, it seems as if the entire student body is standing there, switching weight from one foot to the next, and becoming irritated when the bell rings for their next class and they still haven't reached the door.

But, perhaps the most frustrating segment of the event takes place at the end. Here, the devoted student places her books on the counter and the cashier rings up the amount and it's — \$23.43 — for three books!! The stunned student, then, reaches into her pocketbook and pays the amount, wondering where she's going to get the money to fulfill the requirements of her other two classes. But, Mr. Lewis Bacharach, manager of the bookstore, says the bookstore makes no profit



from these sales, in fact at times they lose money (this is in respect to the recent Wage Price Freeze). All the money they take in is used for the expenses of running the store.

So, we'll talk about running the store. There are four people working in the bookstore, aside from Mr. Bacharach, three are non-students and the one who is a student is not even part of the work-study program. I think this is a failing on the part of the school to help its financially needy students. Since they cannot afford to give discounts to financial aid students, they could at least hire them to work in the store, thus helping them with the expenses they say they can't lessen. Another familiar sight at the beginning of each new term is the hopeful student trying to sell his used texts at the bottom of the Annex stairs. The bookstore will buy used books at the end of each term at half their original price, if they know that the text is going to be used the next term. So, all you used print peddlars, rush down in April and you may save yourselves some aggravation in September.

## ALL GRADUATING STUDENTS

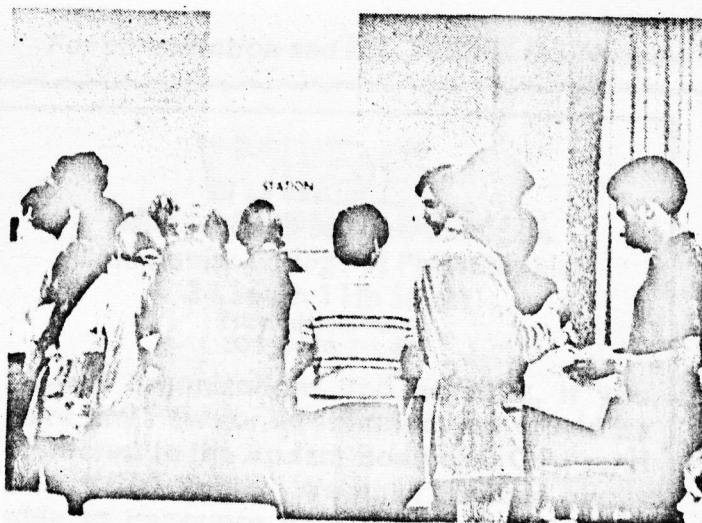
Students expecting to graduate and to attend commencement exercises are to have their measurements taken for caps and gowns as scheduled:

### DAY STUDENTS

March 22nd to April 7th  
Where: Room 811,  
Business Office  
9:30 A.M. to 4:00 P.M. Daily

### NIGHT STUDENTS

March 22nd to April 7th  
Where: Information Desk,  
Lobby  
5:00 P.M. to 8:00 P.M. Daily



**FINAL DAY TO  
"DROP"  
APRIL 7th**





## A SHORT LOOK AT THE OFFICE OF STUDENT ACTIVITIES

By YUSSEF EL-HAKIM

The Office of Student Activities is a much more significant part of the administration than most students realize. It is through that office that different cultural and informational events are brought to the school. But its most important function is the funding of student activities such as student groups. These funds that are allocated to different student groups come from student fees and the profits made from the bookstore and food service. It becomes very obvious that the money comes almost entirely from us the students.

The large amount of money involved makes it necessary for the students of this school to know or at least have an idea of how the Office of Student Activities operates.

On the 9th of March, I interviewed the Director of Student Activities, a Mr. Henry Varlack. My interview with him was very interesting and refreshing. The reason for my obvious approval stems from Mr. Varlack's attitude towards his job. Or what I should say is his stated position and attitude towards it. To give you an example of his attitude, here's an excerpt from the interview.

Question: What are the duties of the

Director of Student Activities?

Answer: I see the office as more a coordinator than a director. In other words I'm saying I don't think that the Director of Student Activities as he is called, should dictate student activities to the students. I think this office has to coordinate the various ideas of various student groups so that things will mesh together for the benefit of all students. But I don't really think that the Director should be a director it's more of a coordinating job than anything.

His attitude in my judgement is very positive. As his answer to my question suggests, he looks at himself as a coordinator of students activities and not someone who can dictate to the students they're mold of action. For that attitude I applaud Mr. Varlack. And from what I hear from members of different students groups, they, too, feel that he is doing a good job. But the students of this school should keep an eye on Mr. Varlack and the rest of the administration. The job of the teachers and administration is to see to the needs of this school's students. And when they don't do their jobs, they should feel student anger.

## BLACK STUDENTS

By AKILI SAMIR, Chairman  
Political Awareness Committee  
Black Student's League

There are many problems that exist in the Black community. Because of these many problems, there have been many solutions and many people to apply the (or his) solution. Today there exists a very pressing problem; that problem exists in all Black communities. The problem is called "gang warfare." Many solutions have been tried by outsiders and a few by the intellectual elite of our community. But it is now time the Black students draft and input a solution to this very pressing problem. We have killed enough of our brothers by doing nothing and complaining about the problem.

Why should any program we input do any better than others which have been tried?

Any solution which comes from Black students will come from a basis of pure experience. We have participated in gang warfare or know of people who still do. Since we are the only ones who are capable of understanding the reasoning behind these acts, we must begin to apply ourselves. The solution must come from us, and we must be the workers to save our community from genocide.

The Political Awareness Committee of the Black Students' League has begun to address themselves to community needs; we have written a letter to the Mayor of Philadelphia. We have received two replies; one from his offices, and one from the Dept. of Public Welfare Youth Conservation Services. We are now in a position to do something beneficial for the Black Community with the help of all Black students. The BSL has made constant pleas for student participation, and the reply has been negligible. We must form a united front to save our community. A request was made for social organizations to have input into the construction of a program as well as a request for all Black students.

On March 28, 1972, a Mr. Hollingshead, Director of Community Services will be attending a general League meeting for the purpose of helping us help our community. It is urgent that you attend.

Even the system recognizes that our community is no concern to them—we the students must begin to address ourselves to our community.

## SOCIETY FOR THE ADVANCEMENT OF MANKIND

FREE COURSE (HERE, CCP)

MARCH 21, 12:30

For More Information Call: GE 8-4387

## YSA NEWS: CAMPAIGNING FOR THE SOCIALIST ALTERNATIVE IN 1972

Young Socialists for Jenness and Pulley are supporters of the Socialist Workers Party candidates—Linda Jenness for President and Andrew Pulley for Vice-President. We believe that the 1972 Socialist Workers campaign officers the only real alternative to the capitalist Democratic and Republican parties.

Unlike the Young Democrats or Young Republicans, the Young Socialists for Jenness and Pulley are campaigning to build the independent mass movements such as the anti-war movement, the Women's Liberation movement and the Black and Puerto Rican movements.

We call for the immediate withdrawal of all United States troops from Southeast Asia. We demand the abolition of ROTC, military recruiting and war research on campus. We demand an end to the draft. We are helping to organize the national antiwar demonstrations called for April 22 in New York City.

The Young Socialists for Jenness and Pulley supports the Women's Liberation movement. We are working to build the campaign to repeal all abortion and anti-contraceptive laws and to end forced sterilization.

Many YSJP'ers are activists in the national liberation struggles of African-Americans, Chicanos, Puerto Ricans, Asian Americans and Native Americans. We call for Black and

Brown control of the Black and Brown communities—including control of all Federal funds. We demand that security guards and cops be removed from the schools. We call for open admissions to the universities for the oppressed nationalities.

Young Socialists for Jenness and Pulley are active in the defense of civil liberties. We believe in the right of all candidates to be on the ballot, and we are fighting against unfair election laws in many states, including Pennsylvania. We also believe that high school students and GI's have the same rights as other citizens. We support their struggles for freedom of speech, freedom of assemble and freedom of political action and organization.

We cannot demonstrate against the policies of the Democratic and Republican parties one day, an then vote for their candidates the next. These parties are responsible for the war, for the exploitation of workers, students, Blacks, Chicanos, women, Gays, etc.

Jenness and Pulley call for the formation of a mass, independent Black political party based on the struggle for Black control of the Black community.

Working people are being forced to pay for the war in Indochina through taxes and inflation. The government is trying to make them pay the cost of

maintaining American profits, and even to deny them the right to strike. We think that the labor movement should end its subservience to the Democratic and Republican parties and organize a labor party, based on the trade unions. Such a party would fight for the interests of all working people.

Only through independence from the capitalist parties can we deal effectively with such life and death problems as pollution. People who work for polluting plants, and those who live near them should have the power to enforce pollution control. We demand a 100% tax on the profits of all corporations that pollute.

This society has the wealth and technology to more than meet the needs of every person. But all our wealth and production is controlled by a tiny minority of capitalists who are interested in their profits, not the needs of the majority.

Young Socialists for Jenness and Pulley are fighting to replace this capitalist system with a socialist society, where production and resources are controlled by the Majority and used to serve their needs. This is the campaign of Jenness and Pulley—the only real alternative in 1972.

If interested in more information, contact Young Socialists for Jenness and Pulley, 1004 Filbert St., Phila., Pa.

## YOU SHOULD KNOW MORE ABOUT US THAN YOU DO.

WE'RE COMING TO VISIT YOU  
STUDENT ACTIVITIES LOUNGE, ANNEX

THE AMERICAN UNIVERSITY UNIVERSITY OF DAYTON BEAVER COLLEGE  
COLLEGE OF SOUTH JERSEY, RUTGERS UNIVERSITY LA SALLE COLLEGE  
LONG ISLAND UNIVERSITY, BROOKLYN CENTER DREXEL UNIVERSITY  
DETROIT COLLEGE

TUES., MARCH 21, 10:30-2:00  
College Transfer Conference

HEBREW 103 • 104 (6 CREDITS)

Will Be Available In the Coming  
Fall Semester—September, 1972

HEBREW 203 • 204 (6 CREDITS)

Will be offered in the Spring Semester of the same year, so you will be able to complete all the requirements for Hebrew in one year.

For consultation see MR. VERBIN the Hebrew Instructor.

WIDS

640 - AM, PHILADELPHIA  
Community College of Philadelphia  
34 South 11th Street  
Philadelphia, Penna.  
LO 9-3680, Ext. 442

Student organizations and activities, if you have any news or information that would be of interest to the student body of C.C.P., send it to WIDS Radio. We have air time available to announce your activity or meeting, so let us know and we'll let the students know in the shortest possible time. Send your information to: Promotion Director, WIDS Radio, 34 South 11th Street, Phila., Pa.

For more information call George Homziak at WIDAS, the extension is 442, or stop by the station in the Lower Annex of the Annex.



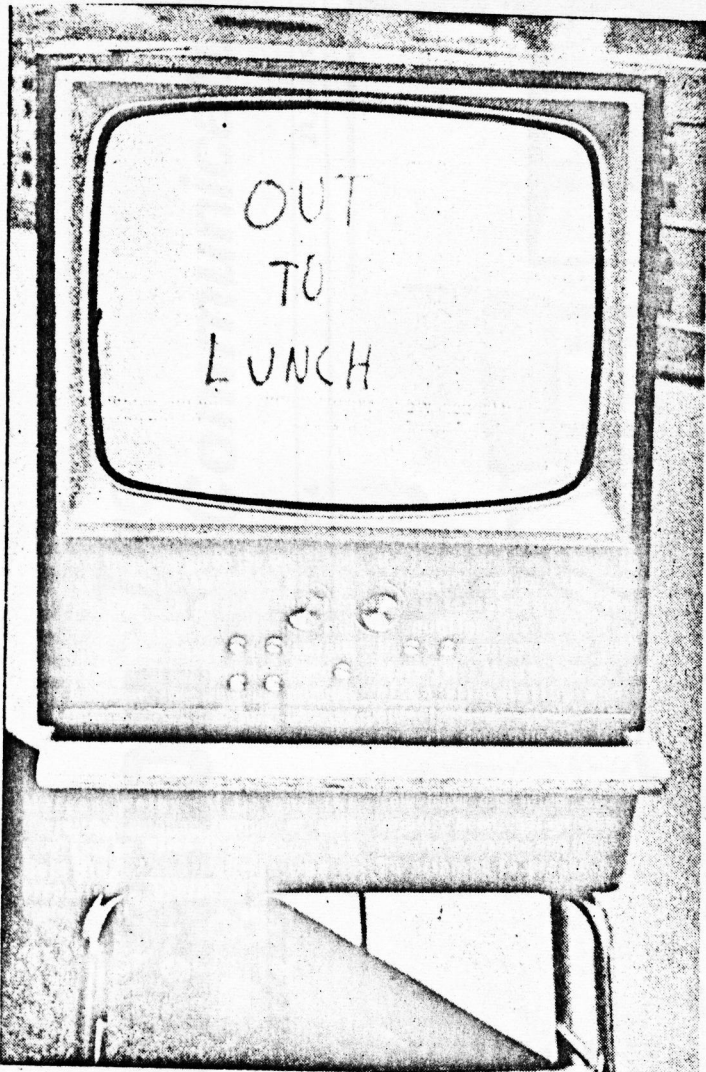
## NOTICE

The Black Veteran Student Union of Community College of Philadelphia wishes to announce a general membership drive. The B.V.S.U. urges all Black Veterans to join us so we can collectively deal with our common problems. For further information contact the Black Student League's office, second floor Annex.

Yussef El-Hakim  
Chairman







## THE 24 INCH ELECTRIC THRILL BOX

An Experimental TV Is Not A Test Tube

By PAUL GLUCK

It is accurate to assert that within certain circles of American society there is a tendency to castrate every presentation of either commercial or public television as being a slick, capitalistic plot or a makeshift attempt to present cultural programming. The aforementioned attitude on the part of many is justified in multitudinous instances, yet that does not negate the fact that such actions are prejudicial and, to an extent, condescending. Although, television has not necessarily achieved the most admirable standards it established at its inception, it is not fair to state that television is without its advantages. Television has over the years, ensuing since its pristine days, endeavored to elevate the criterion by which it produces programming.

In an attempt to analyze the programming which looms ahead for the coming season, we will present capsule synopsis of the prospective series offered the networks. Herewith are examples of these pilots or sample presentations which discuss those series to be presented by the major broadcasting companies.

Public television is again attempting to capture those large audiences which opted to view such regal serials as the Six Wives of Henry VIII, Elizabeth R, and Jude the Obscure. There are preparations being made to present the BBC-American International joint production of *The 37 Beach Parties of King Morris the Tall*. It stars Sir John Gielgood, Peter O'Toole, Fabian, Frankie Avalon, Annette Funicello, and Sandy Duncan as the beach.

The commercial networks have always realized the value of comedy teams. From Burns and Allen, to Martin and Lewis, to Rowan and Martin, rare are the instances in which at least one network does not have a program featuring a comedy team. CBS, realizing the success of a comedy team such as Sonny and Cher, and the immense response given the social and political satire of *All in the Family*, will combine both of these qualities next season when the network will introduce, *The Sacco and Vanzetti Comedy Hour*. It has been described as sixty footloose, free-wheeling minutes of humor, satire and just hanging around.

The ABC network realizing the importance of medical shows such as *Marcus Welby, M.D.* and the interesting rotating format of such programs as *Name of the Game*, the *Bold Ones*, and *Four-in-One* is preparing a hybrid of these two concepts. It will be a series which

focuses attention of the practice of three dermatologists, each presiding over one segment. It has been tentatively entitled *The ABC Pimple of the Week*.

In a season in which law and order dominate the home screens, there will again be a plethora of crime, mystery, detective, and law enforcement shows. NBC realizing the importance of a detective having a gimmick (Cannon is obese, Ironside is disabled, and *Mod Squad* has acne) is introducing a new mystery series entitled *Talcumfoot*, which deals with a detective who is afflicted with eczema.

Several additions will also be made to numerous programs which premiered in this and previous seasons. On an episode of *Cannon* next season, the Falstaffian sleuth will be severely beaten with a copy of the *Doctor's Quick Weight Loss Diet* and Owen Marshall will defend Marcus Welby on multiple charges of having his hair dyed and making improper advances at his nurse. In product merchandising, *Johnny Carson* and *Lt. Columbo* will unite to market a line of wrinkled clothing and *Herbert Dennenberg* will investigate *General Hospital*.

Although there are many who will chastise television's attempts at responsible, entertaining, stimulating and informative programming, few will come forth to enumerate upon the advantages, no matter how few they may superficially appear to be. One will invariably endeavor to ostracize television from other artistic media by insinuating that the best with which television has provided the viewing masses is *Gilligan's Island*, *Petticoat Junction*, and *As the World Turns*. Few will commend television for such formidable and superlative presentations as *Hollywood Television Theatre*, *All in the Family*, *The Senator*, *Playhouse 90*, *The Great American Dream Machine*, *Doctor in the House*, and *See It Now*. In order to judiciously evaluate the medium one must temper one's judgement accounting for both a packaged Hollywood presentation such as *The Mary Tyler Moore Show*, as well as the often stimulating and usually entertaining *"Soul"*. In order to properly determine the true value of the medium one must balance between the *Advocates* and *Flip Wilson*. Television has often, and some say unjustly been characterized as trying to suite everyone and pleasing no one. To attempt to please everyone is rather a noble goal in the final analysis.

## CABARET

By FRANK NESKO

The newspaper ads announce that "CABARET" is more than a musical, and they're right. As a film, "Cabaret" is one of the major disappointments of the year.

The musical play, which was based on "I Am A Camera" and the Christopher Isherwood stories, has been treated to an unimaginative screenplay and a stilted, stereotyped adaptation.

The result gives the impression that star Liza Minnelli and all else concerned are playing rather crude, roles on ABC Pictures.

It's depressing to see what was once a powerful essay of the lethargy and impotence that marked pre-Nazi Germany go down for posterity as a victim of its own objectives.

The re-written book now pictures 50% of the German population as being bi-sexual (the girls all seem to be all right), courtesy of Jay Allen's limited literary scope. This, evidently is to show us that Germany was "decadent" (a word that pops up endlessly in the film.)

Sally Bowles, a singer at a local Cabaret, shacks up with an AC-DC British pseudo-author (Michael York) as a matter of mutual convenience.

While he earns money by giving English lessons and translating smutbooks into his native tongue, Sally (Liza Minnelli) divides her time between street walking and bursting sporadically into song.

Sally has an affair with a (surprise!) bisexual German playboy, while (shades of "Bloody Sunday") York does the same.

To add to their own problems (pregnancies, abortions, fur coats, oh, and Hitler), director Bob Fosse graciously allows them to look on sadly while a tragic (ie. ridiculous) subplot pratfalls about them.

The subplot (once a poignant supplementation to the play) now concerns a Jewish heiress (Marisa Berenson) who falls in love with a Jewish man who pretends to be German (German actor Fritz Wepper).

Their story is kicked haphazardly throughout the film. But, unfortunately, it is never kicked hard or far enough.

Most of the original songs have been dropped and replaced with innocuous gratuitous to the musical format. All of the songs now take place exclusively on the cabaret stage.

While small bits of "CABARET" are memorable (eg. Miss Minnelli's pleasing scene at an English lesson, or her pitiful alleviation of fear by screaming at railroad trains), the bulk of the film is unbearably flat and irritatingly unimpressive.

Minnelli (pronounced "Streisand") is faulted by direction that cajoles her to imitate Barbara's Fanny Brice. She comes off as merely adequate when, on the basis of previous performances, she could well have been great.

Michael York, undaunted, is still no better than he was in "ZEPPELIN" more than a year ago.

Joel Grey, recreating his role of the cabaret Emcee, looks rather stupid in the few scenes that he has, showing that stage makeup looks best on the stage and certain stage performers.

The photography is colorless and drab; the staging is slipshod (in one scene, a microphone is visible); and the sound is sometimes muddled.

Best part is the editing, which is flawless, and of course, the embryo of the film: the title song.

Now at the Goldman Theatre, GP-rated "CABARET" is a perfect example of divine cinematic "decadence."

It takes a play that had power and style and ruthlessly castrates it on the bare Cinemascope screen.

## JONI MITCHELL

At the Academy  
By MARTY BLAIR

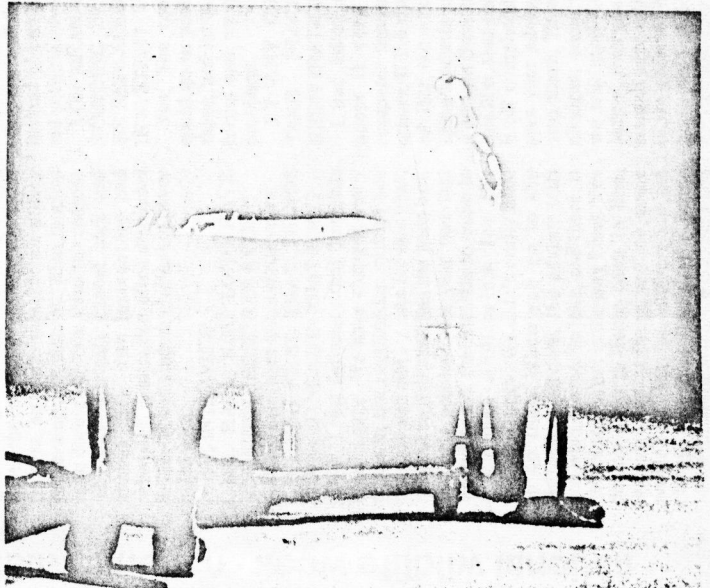
About five or six years ago, Rittenhouse Square was coming into its own, its park benches frequently inhabited by the new minority group, "hippies" . . . usually freaky, funny people in colorful pre-Army-Navy store rags, talking bout names like the Beatles or Woody's Truckstop, wandering over to the 2nd Fret on a good night, terrifying the "straights" as they went. On a cloudy afternoon back then, you might be walking around 20th and Sansom and spot a tall, pale girl with long blonde hair, Mary Travers-bangs, prominent teeth, and a slow, shy smile, making her way through the neighborhood, stepping into the record shop at 20th and Walnut and anxiously inquiring if anyone had purchased her album. This girl was Joni Mitchell, someone might tell you. She's a singer-songwriter from Canada with a Reprise contract who does some interesting acoustic things, playing places like the 2nd Fret. In a few minutes, the girl would be back on the street, and you'd probably have already forgotten her name.

If you saw Joni Mitchell at the Academy of Music last week and thought back to then, you would have realized how far this lady has moved ahead. The "Academy concert of the year," the guys at the ticket offices were saying as the last seats were sold. If that statement seemed far-

the rock influence, again, still in the open tuning, is as expert and as confident as ever. Similarly with the piano, this time slow, thoughtful chords to songs about clarinet-players on city streetcorners or the changing rock scene in fatalistic overtones, fading into haunting, lingering conclusion. As an added feature, the dulcimer came into play on songs like "Carey" or "A Case Of You" with good effect, moving into some new numbers. There were many such new songs, all of them good, some of them brilliant. This lady may switch her styles as she did with "Blue," her last album, but her innate ability at expression and conveying experiences has only developed and magnified itself.

By the time she did "Both Sides Now," it was clearly understood that she was pleased both with her audience and with herself. With "Both Sides" she reminded us of the effect it had on her career and that she wrote parts of it here while in Philadelphia way back when. The song itself seemed mellowed, a degree older and as she sang it, Joni seemed much the same, having not only lived it but come to an even greater understanding of what it once tried to say.

As with any superstar, and as with any good performance, there were



fetched, the audience that night would disagree. They see Joni Mitchell for an hour and a half, "the lady of the island" in person, doing what has developed into her own style of music with a delivery that Judy Collins, Carly Simon, or Melanie cannot touch.

Despite the "superstar" status, some things haven't changed, chiefly Mitchell herself. Famously uncomfortable in concerts, she was at first somewhat nervous, singing "This Flight Tonight" with a slight hesitation. Then silence between numbers, a hush in the audience as she held all at arms length, detached, sizing up the vibes and the moods. As if sensing the strong degree of their response, she warmly began to open up, giving perhaps one of her finest hour-and-a-halfs.

The distinct, warbling English-folk voice has never sounded better, nor heard with a greater variety of accompaniment. First guitar, now with a little rhythm in the playing . . .

three encores, a standing ovation, screams for more, "Joni, we love you!" and a frantic group running for the stage. She seemed, once again, a little nervous but also a small bit surprised, which might prove that the lady has not really changed at all since she was last with us so long ago. As a cult figure, she may merit an anxious group beside her green limousine at the Academy stage door. As a "star," she may be linked with Crosby, Stills et al, or James Taylor or Carole King or any prominent musical figure, which she has become herself. But as Joni Mitchell, she still creates those same, gentle feelings, portraying such as Nathan LaFrance or the ladies of the canyon, Carey, Little Green, Marcie, Richard, Woodstock, Morning Morgantown . . . interposing all of them with her own outlook and the simplicity therein, the unassuming philosophy she has evolved to hold it all together. Such as these do not change; only audiences will.

Nationally syndicated columnist Jack Anderson and concert pianist Gary Goldschneider will be featured in the next cultural activities programs at the Community College of Philadelphia Annex Auditorium, 34 South 11th St. Both events are free and open to the public.

Anderson, who succeeded Drew Pearson as author of the "Washington Merry-Go-Round" column, will speak on Tuesday, March 21 at 8:00 p.m. At the beginning of the year he published secret documents in his column which revealed the U.S. position of support for Pakistan and a "harder line" stance toward India in the recent war between the two nations. Tom Wicker of the New York Times called this publication by Anderson "a public service of the first order."

Described by his staff as "even-tempered and easy to work with," he is also known for his earthy humor and sometimes evangelistic speech style.

On Thursday, March 23 at 3:35 p.m., pianist Goldschneider will perform Modest Moussorgsky's "Pictures at an Exhibition" and the "Goldberg Variations" by Johann Sebastian Bach. The concert had originally been scheduled for March 21, the joint birthday of the two composers.

Goldschneider, who received his B.A. and M.A. in English from the University of Pennsylvania, and was on his way to an M.D., gave up medicine for music. He was Assistant Professor of Music and taught English at Community College for several years, and is now living and teaching music in Vermont.

## COMMUNICATOR MEETING

Thurs., March 23,  
3:35 P.M.

Communicator Office  
Second Floor of the Annex  
ALL ARE URGED  
TO ATTEND



# ecology: a wild idea



Photo by Frederick Kent Treadwell

national wildlife week national wildlife federation and state affiliates march 19-25, 1972

## REGISTRATION

By MARTY BLAIR

Perhaps every student at Community College has a bad memory involving the registration process at our school. Some who have been here for a longer period of time can easily recall such infamous events as the "Drop and Add," including the literal mess following the faculty strike a few semesters back. Others might recall computer conflicts, advising hassles, poor time scheduling (the 8 o'clock class and the 4:40 class) or even enduring the perpetual lines for preregistration. There is no single issue which everyone at CCP shares more than the policies concerning our registration. In fact, the only people unaffected by it might be the security guards, but even they are brought into police the waiting lines during "Drop and Add."

Keeping all this in mind, THE COMMUNICATOR has interviewed Community College's reigning registrar, Mr. Raja, in search of some insight into the problems and ambiguities commonly attributed to his office and its workings. The basic motivation behind this move revolves around the calendar fact that registration will be with us once again some April. However a variety of subjects were discussed during the interview, including new ideas, the smoothing out of bureaucratic red tape, the advising system, compact posters and administration policy concerning the student. Also touched upon during our talk were the reasons why CCP students cannot pick and choose their own instructors and schedules, a situation often discussed in faculty and student circles but never acted upon.

**THE INTERVIEW**  
MR. RAJA, HOW LONG HAVE YOU BEEN REGISTRAR AT CCP?

I have been here about three years.  
**DO YOU FEEL THAT THINGS HAVE CHANGED IN THAT TIME?**  
Yes, I feel definitely that there has been change. We have changed many things in the registration system and the drop and add . . . As for this year, the first registration has not been bad. Our only problem last year was that we had to ask the students to come to the Annex Auditorium for the preregistration. We didn't really have to do that. When you go to the curriculum adviser, the adviser tells you what courses to take, and there, it should stop. That is the way I feel. You do not have to come back in line, wasting time, at the same time, some people feel that the advisers are not clerks, that is, collecting the forms and writing the sequence numbers and all those things. Of course, the students could be asked to write those

courses and numbers. We didn't see any reason why the students could not do this at the time they see their advisers and leave the forms there instead of coming back, unless he has not seen his adviser.

**YOU MEAN THAT THE IDEA OF STANDING IN LINE ETC. COULD BE REPLACED BY, SAY, A WRITE-IN SYSTEM?**

Yes, You could mail it in or you could go to your advisor and leave it there, and let the advisers give us the forms and we will take care of the problems.

**BY ANY CHANCE WILL THIS TAKE PLACE THIS COMING REGISTRATION?**

I had asked some people to think about it very carefully . . . our computer center personnel and some others. If the students had not seen the adviser, the school will send a letter to those students asking them to come at a certain time, like between April 17th and 21st, that one week. We could have seen your adviser, however, it should stop there. Then, if you want to make changes, come to the front desk and we will mail the roster, without the times, then you will make changes on a small card with the roster and send it in. In order to make these changes, I have talked to other people, the curriculum coordinators, the advising coordinators and those people. I have talked to them before but I have to

truthfully say that they were not very receptive because they are still saying that some of the clerical problems the advisers did not want. Even signing the forms is a clerical problem. I didn't see anybody recently, anyway. I have to tell the truth without affecting anybody else. After all, the advisers have all those registration forms. They have been giving them to the counseling center and the center has been sending the forms here and putting them in order. Then, when the students came we had to give them back, the students checked them . . . all things which are not necessary.

**YOU ARE SAYING THAT IF WE GO TO OUR ADVISORS AND FILL OUT THE FORMS FOR OUR CLASSES NEXT SEMESTER, THAT WILL BE IT.**

Yes.  
**WELL YOUR PROBLEM THEN IS WITH THE ADVISORS. THE ADVISORS THEMSELVES DO NOT WANT TO DO IT.**

Right. But they have been doing that even now. Last semester, that is, the students were given the registration forms. We are giving more responsibility to the student, and it should be that way. They are not children. Let them see the instructions here, on this form. Right now we are sending this form to the part-time day students and to the evening school students. But, with full-time students, the curriculum coordinator wanted to

do it her way so we thought, "okay, go ahead." For full-time students, you've received that form but you have received only one worksheet. You did not receive all the forms. The rest of the forms are sent to the advisor directly, and the advisor, when the student comes in, pulls out the forms. Of course he has to spend some time there, even if he has all of them in alphabetical order, the one hundred or so that there are, depending upon the curriculum. In Mental Health there may be only 25; in Arts & Sciences, there may be 100.

**THE ADVISORS ARE ONE ASPECT OF THE SYSTEM. WHAT ABOUT THE COMPUTERS IN THE SCHOOL? DO YOU FEEL THEY ARE WORKING AT TOP LEVEL?**

No, I don't. We can do a lot better than we are doing now. That's the way I have felt, and that is what I have told the Dean and other people. You see, three years ago, the people who are here and those people had a different system. They had a small computer, IBM 1400 or some thing, changing over to an IBM 360 with some problems.

**WHAT KIND OF SUPPORT DO YOU GET FROM THE ADMINISTRATION? FOR EXAMPLE, DR. BONNEL?**  
I don't think Dr. Bonnel is involved, but I'm sure he would agree to (Continued on Page 1)

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